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A.1.  FINANCIAL SUMMARY: DISABILITY SERVICE ...................... 54

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1. Part One – Summary and Objectives 2008-09

Trinity College Dublin Disability Service (DS) promotes the needs of students and staff with disabilities in the college setting by providing advice, support, and academic/work accommodations in partnership with students/staff and academic departments/work units. DS also provides advice and information to applicants, makes referrals, and advises academic and administrative staff on issues pertaining to barrier-free access and disability-related issues.

DS advocates for the basic rights and responsibilities set out in the Code of Practice for students with disabilities, the Code of Practice applying to the employment of staff with disabilities, the University’s Access Policy and all related national legislation including the Equal Status Acts 2000-2004, The University Act 1997 and the Disability Act 2005.

During the past eight years the Disability Service has undergone enormous growth and development. The number of students registered with the service has grown from sixty four in 2000/01 to four hundred and thirty four in 2007/08 and a comprehensive range of supports have been developed to enable students with disabilities to pursue degree programmes across all faculties. The budget in this period has also grown from €81,000 in 2000 to €1.25 million, of which 75% is self-financed income.

The service employs six full-time staff, six part-time staff and over sixty casual educational support workers who provide direct support to over four hundred students with disabilities.

Arising from the requirements of the Disability Act 2005, responsibility for identifying reasonable accommodations and supports for staff with disabilities became part of Disability Service brief in 2007, requiring the development of policies and procedures to support this group of staff. In addition, there are legislative responsibilities for monitoring the numbers
of staff with disabilities and ensuring that the College is introducing pro-active initiatives to promote their employment, progression and support.

1.1 Executive Summary 2007-2008

This annual report covers the academic year 2007-2008 with the financial report relating to the academic year 2006-2007. An executive summary of highlights is presented followed by section two which gives a detailed discussion on all service objectives.

1.2 Highlights of 2007-2008

- College disability accessibility audit was carried out which will identify a range of barriers that potentially restrict access for people with disabilities in Trinity College and provide an indication as to the likely cost estimates of adjustments.

- A review of supports and services for staff with disabilities was carried out which resulted in College adopting a new Code of Practice applying to staff with disabilities.

- College has now adopted the Accessible Information guidelines, and is the first University in Ireland to take this step.

- User testing of e-resources such as the library databases and MyZone got underway.

- DS developed strong community links with a variety of voluntary organisations that represent people with disabilities.

- Procedures for dealing with students with temporary disabilities were implemented.

- College was successful in its application for funding under Strategic Initiative Funding round two for a project that would audit the curriculum for diversity.
• The Higher Diploma in Educational Studies – Disability Needs Assessment successfully ran with twenty three participants completing the course.

• A quality review of the Unilink service took place.

1.3 Summary of Objectives set for 2007-2008

The Objectives for 2007/8 involved compliance with the Disability Act of 2005 by auditing the built environment for physical access issues relating to Universal Design which is an ongoing project. An action plan is being generated to address these findings.

Significant improvements have been made to the recruitment and retention of staff with disabilities or those who become disabled. College adopted a Code of Practice Applying to the Employment of People with Disabilities this sets out Colleges commitment to making College a positive environment to work for staff with disabilities.

A pro-forma needs assessment template is currently being developed together with data gathering and disclosure of needs protocols.

Information access issues, mainly targeting students with difficulties in reading print, have been identified (e.g. Problems with pdf) draft guidelines have been produced with a view to streamlining print alternatives (e.g. word version should be made available in all cases. See http://www.tcd.ie/disability/accessibility/#accessibleinfo.) TCD is the first Irish University to adopt Accessible Information Guidelines. Raising awareness throughout college – particularly among student societies is seen as a priority.

E-Resources are undergoing review and augmentation to ensure usability by people with disabilities. Areas such as the college website, Myzone, Library resources and external databases are being addressed. A particularly positive option would be a downloadable national alternative
format repository. Given the constraints of correlating all stakeholders this project is slowly evolving.

**Data Collection** and dissemination would be greatly enhanced if DS satellite database could be fully integrated with the other college systems. Negotiation is ongoing with a view to collecting and collating data relevant to admissions, exams, ISS and external finding agencies.

**Recruitment/Outreach** TCD is being promoted as a positive, attainable option for students with disabilities. Liaison work with schools and various disability organisations needs to be extended in order to comply with the aims of the new funding model allocating resources against numbers of non-traditional students for 2009.

**Admissions** TCD has been instrumental in developing CAO’s supplementary admissions system i.e. in the area of assessment and quality control tools. We are aware however that this entire procedure needs greater resource allocation from more HEI’s than is the case at present.

The **Higher Diploma** course is subject to an ongoing review, informal feedback being largely positive, course content being seen as highly relevant to participants. Work needs to be done via structuring its interactive nature within the in-service section at the school of education.

**Inclusive Curriculum Project** a 3 year project involving strategic innovation funding (SIF II) which aims to makes the curriculum accessible to students from non-traditional backgrounds got underway.

**Fitness to Practice** involves the creation of sustainable and non-discriminatory guidelines relating to students with disabilities who intend practising in professional settings (E.g. medicine). This ongoing initiative will be completed by the end of the first term of 2008-2009.

**Temporary registration with DS** enables those presenting with transient problems and those awaiting full medical certification to avail of services. Reviews periodically occur (up to 3 months)
**Academic Liaison Officers** are responsible in each school or department for linking students with DS. Their role has been subjected to much discussion (e.g. admin. only or pastoral too?) At present they receive and circulate LENS reports to the appropriate academic staff. The situation is evolving.

**Sports** involvement for students and staff with disabilities is also coming into the arena of ongoing debate.

**ATIC** Ongoing issues regarding accessibility of e mail and library services are being addressed in order to optimise use, particularly for visually impaired students. Use of innovative audio material (e.g. iTunesU) is being constantly updated, including voice recognition technology. The overall aim is to increase and enhance user independence and to facilitate this new **Ergonomic Suite** is being developed.

**Unilink** support service for students with mental health issues was reviewed, and although adequate, we feel it would operate more efficiently under the DS aegis.

**Academic support Services** provide non-subject specific tuition in study skills and although successfully operating at present would benefit from greater liaison with careers services.

**Educational Support Workers** initially encountered status problems but have now been given ‘visitor’ ID (allowing library and e-mail access). They are particularly in evidence working on alternative formatting and as library based assistants for students with disabilities.

In addition to the above, mention must be made of **DS3 (Deaf support in Third Level)** project which aims to both advance the academic and social participation for deaf and hard of hearing students and develop a supportive web site and peer mentoring service.

Full details of specific projects together with statistical tables can be found in the extended version of this document. ([http://www.tcd.ie/disability](http://www.tcd.ie/disability))
1.4 Financial Summary

Total income of €1,168,626 was composed of:

- €733,325 (63%) ESF Fund
- €332,265 (28.25%) Access Core grant
- €84,700 (7.25%) Cista Communis
- €18,336 (1.5%) Other

Actual spend €732,670 was as follows -

- €248,186 (pay)
- €64,191 (non pay)
- €420,294 (ESF student with disability fund)

ESF Fund under spend, €313,031, is due to a number of factors outlined in appendix A1. Underspends in other areas are allocated against projects that are ongoing; these include the cobblestone reduction programme and the deaf project DS3.

1.5 DS Service Objectives 2008-2009

Trinity College Dublin is committed to a policy of equal opportunity in education and to ensuring that students and staff with disabilities have as complete and equitable access to all facets of university life as can reasonably be provided. To this end Trinity has put in place a specific service known as Disability Services. The primary aims and objectives of Disability Services are:

- To embed disability issues into the culture of the University, thereby influencing the development of policies and practices.
• To address the delivery of specific supports to students with disabilities.

DS sets its objectives annually to further these aim but also is influenced by the College Strategic Plan, the Student Services Strategic Plan and the HEA National Plan for Equity of Access to Higher Education when setting out objectives of work.

In addition to the core DS objectives (www.tcd.ie/disability/about/), it is proposed that further integration of these activities, synergies and increased collaboration with other Access Initiatives in College, and other HEIs will take place in 2008-09 as follows:

1.5.1 Recruitment & Outreach

Aims: Increase the numbers of students with sensory, physical and multiple disabilities in higher education as stated in the National Plan for Equity of Access to Higher Education 2008 -2013.

Lead project manager: Declan Reilly/Alison Doyle

Objectives:

1. Develop an outreach and promotion plan for the service which will target groups which are under-represented in higher level education;

2. Promote the Disability Service at local and regional events to raise awareness of the supports available and to raise expectations of higher education among students with disabilities;

3. Establish and develop links to create meaningful dialogue with organisations of and for people with disabilities was, and continues to be, undertaken by DS;
4. Explore joint initiatives with other 3rd level institutions; specifically working with Dublin HEIs to work collectively on student recruitment

1.5.2 Accessible Built Environment

Aim: To improve the accessibility of the College built environment by identifying barriers to free access for all

Lead project manager: Declan Treanor

Objectives:

1. Develop an Access Plan which will bring together issues of a similar priority and provide a realistic cost estimates for adjustments.
2. Disseminate the findings of this accessibility audit to relevant internal and external stakeholders

1.5.3 Staff with disabilities

Aim: Improve supports and services for staff with disabilities

Lead project manager: Declan Treanor

Objectives:

1. To produce clearly defined guidelines in relation to needs assessment, confidentiality, disclosure of disability and reasonable accommodations for staff with disabilities
2. Develop a guide for staff with disabilities and managers outlining supports and newly developed procedures for staff with disabilities
3. Ensure all relevant stakeholders are clear on responsibilities relating to the implementation of this code, this can be achieved by training and meetings
4. Research good-practice in human resource management for staff with disabilities including redeployment practices
1.5.4  Inclusive Curriculum – three year objectives

Aim: Enhance support for learner diversity through guidelines and audit tools for universal design-proofing programme curricula.

Lead project manager: Michelle Garvey/ Declan Treanor

Objectives:

1. Review the impact of non-traditional backgrounds on teaching, learning and assessment;

2. Produce teaching, learning and assessment case studies on the experiences of students from non-traditional backgrounds;

3. Promote provision of course materials in an accessible format;

4. Course assessments are flexible in relation to students with disabilities;

5. and training in inclusive teaching and institutional practice is available to all staff through induction and professional development programmes

1.5.5  Data collection

Aim: Continue to develop improved systems of data collection to act as a resource for further research into salient issues, such as student participation and retention; and to contribute to improvement of the CAO/SIF admission system.

Lead project manager: Alison Doyle

Objectives:

1. Develop phase 2 of Disability Database enhancements which will include ESF funding information and link to CAO data application;
2. Improve application by integrating in to the Student Information System or allowing it to communicate directly;

3. Develop in-service data collection system for all staff so all service activities can be recorded.

1.5.6 Fitness to Practice

Aim: To work collaboratively and pro-actively with the Dean of Students, Heads of Schools / Departments / Disciplines to enable College to adopt a comprehensive, forward-thinking policy in the area of fitness to practice.

Lead project manager: Declan Treanor and Bethan Collins

Objectives:

1. Develop guidelines outlining how reasonable accommodation element can be implemented as part of any fitness to practice case which involves students with disabilities;

2. Work collaboratively with the fitness to practice committee in producing the College policy;

3. Present relevant information from other countries to inform policy.

1.5.7 Students with Specific Learning Difficulties

Aims: To further develop services and supports for students with specific learning difficulties and provide continuing professional development opportunities for those who provide supports

Lead project manager: Alison Doyle, Trish Ferguson and Sylvia Mooney
Objectives:

1. Develop outreach and promotion activities for students with significant specific learning difficulties so as to encourage greater applications to College;

2. Create a dedicated website for third level students with Specific Learning Difficulties, to provide support for all registered and non-registered students, acting as a centre for advice and peer mentoring, and to encourage participation of SpLD students as positive role models for 3rd level students in all HEIs;

3. Develop needs assessment process for 2008 – 2009 to include the collation of more detailed information on individual learning styles and assistive technology skills;

4. Develop an Academic Support Service Manual to ensure service delivery is consistent across all services;

5. Review matriculation admission requirements for students with dyscalculia and forward recommendations on the mathematics requirements for this group.

1.5.8 Tenth Anniversary of DS

Aim: To celebrate the 10th anniversary of the Disability Service on 1st June 2010.

Lead project manager: Carol Barry and Declan Treanor

Objectives:

1. Produce a booklet which outlines the experiences of Trinity students and graduates with disabilities who have studied here over the last
ten years. The aim of the booklet is to raise the expectations of students with disabilities;

Organise a conference and/or other relevant events in this year to disseminate good practice with academics and relevant service providers.

### 1.5.9 Library

**Aim:** Review all Library services to ensure they meet the needs of readers with disabilities.

**Objectives:**

1. Review the current Library Liaison Officer position and make recommendations on changes to the function of this role.
2. Implement the findings of the audit of services carried out as part of the review under the Disability Act 2005.
3. Work with the Library to develop the provision of materials in alternative formats and dissemination of these via the Text Access website.

### 1.5.10 Academic Liaison Officers

**Aim:** to improve the triangulation of support between the Disability Service, Departments and Schools, and individual students with disabilities.

**Lead project manager:** Declan Reilly and Alison Doyle

**Objectives:**

1. Clearly define and improve communication mechanisms with Schools in relation to the dissemination of LENS reports and ensure
supports and responsibilities at school/departmental level are clearly defined and implemented;

2. Work with Schools to identify disability related academic issues and ensure DS responds accordingly and review the support requirements of academic staff in order to implement those practices;

3. Encourage greater student responsibility for the needs assessment process, through engagement and discussion with individual students, and close monitoring of the provision of supports at school/department level.

1.5.11 Assistive Technology & Information Services (ATIC)

Aim: Further develop the ATIC services in College

Lead project manager: Andrew Costello

Objectives:

1. Working collaboratively with relevant stakeholders in College (ISS and the WebMaster) to identify and resolve accessibility issues on College application/services; Promoting and advise on guidelines in the use of accessible formats

2. Evaluate new AT software and hardware with a view to improving accessibility of technology for all users. Continue in the support of all students registered with the Disability service and their assistive technology needs;

3. Re-launch the Disability service website with improved accessibility features and increased information which will lead to greater awareness of Disability issues and the service the College offers;
4. Increase awareness of assistive Technology needs among College services and bring new initiatives to ACTON (assistive communication technology officer’s network);

5. To develop the facilities and skills within the Disability Service to enable ergonomic assessment and advice for students (particularly those provided with AT) and staff with disabilities; Create an assessment suite whereby individuals can be fully assessed for appropriate equipment and advice.

1.5.12 DS3 (Deaf Support in Third level) Project

Aims: To improve the support services to deaf and hard of hearing students in third level and to increase the active participation of this student group within the college community.

Lead project manager: Emma Clarke

Objectives:

1. Develop a website for the project, to include information for students, academics and Disability/Access officers;

2. Provide a peer mentoring support service for deaf/hard of hearing students in third level; focusing on the Dublin area;

3. Continue to deliver staff awareness training in the DS and to integrate this to the wider college community, specifically targeting student services and clubs and societies.
1.5.13 Unilink Service

**Aim:** Implement the findings of the service review carried out in the last academic year.

Lead project manager: Declan Reilly

**Objectives:**

1. Embed the clinical Occupational Therapist and administration within DS;

2. Identify physical and administrative supports required to ensure the service can operate effectively; this will include data collection and recording of interactions with students;

3. Assist the Discipline of Occupational Therapy in identifying other sources of recurrent funding to support the service;

4. Assist the service in improving awareness of the service amongst staff and students, both internally and externally. This should include developing links with external mental health and disability services and agencies;

5. Increase the numbers of students with mental health difficulties attending the College Psychiatrist in availing of the Unilink Service.
2. Part Two – Detailed Service Objectives 2007-2008

In our last Annual Report (2006-2007) the following objectives were proposed and progress and achievements in each area is outlined and discussed here. This also includes issues arising from these objectives and further work required:

2.1 Disability Act 2005

The primary aim is to ensure College is compliant with the Disability Act 2005; this was furthered in this year by a number of specific actions, including:

2.1.1 Physical Accessibility

Tenders were sought for a college-wide disability accessibility audit. All tenders were reviewed in May and the successful bidder started work on this audit in August 2008. This is an important and valuable study, being carried out under the auspices of the College Disability Service and the Director of Buildings Office, which will allow us to plan and ensure that the College meets the requirements of all applicable legislation and building regulations relating to universal design issues. The outcome of this audit will lead to College having a comprehensive action and priority list of accessibility projects.

A planning application is being processed for Front Square works (pathways through Front Square, installation of ramps and ensuring entrances to all buildings in Front Square are accessible).

The terms of reference of the Physical Access Working Group, a sub-committee of Site and Facilities Committee, were reviewed and the committee reconstituted the Universal Design Advisory Committee with responsibility for:
- promoting best practice in the implementation of Universal Design principles and practices in all the College built environment
- advising the Board, through the College Site and Facilities Committee, that it is informed of College’s legal duties with respect to issues relating to universal design
- advising the College in complying with these obligations
- encouraging the College to operate to the highest possible standards of universal design

**Physical Accessibility - Issues and areas for further work**

This Accessibility Audit will identify a range of barriers that potentially restrict access for people with disabilities in Trinity College. An Access Plan will be generated and will bring together issues of a similar priority and provide an indication as to the likely cost estimates of adjustments.

### 2.1.2 Staff with disabilities

A review of policies, procedures and services for staff with disabilities was carried out. The aim was to develop a strategy to promote the employment of people with disabilities - including the recruitment, retention and development of employees with disabilities. This is a collaborative project between the Staff Office (Recruitment, Staff Relations, Staff Development), the Equality Officer and the Disability Service. It involved extensive consultation and focussed on an integrated approach to the recruitment, retention and development of staff with disabilities.

An important objective was to review and improve the College Code of Practice applying to staff with disabilities. This newly adopted College Code develops clear procedures regarding reasonable accommodation, which would outline the role of the Disability Service in its new staff remit. The revised Code reflects a positive approach to the employment of people with disabilities and the contribution they make to College.
The Code includes a provision for centralized funding of reasonable accommodation, a commitment to targeted recruitment measures, to the retention of staff who acquire a disability, and to greater accessibility in the workplace. The important role the manager plays in supporting staff with disabilities is also emphasized.

**Staff with disabilities - Issues and areas for further work**

The consultation process was particularly relevant in highlighting the need to involve staff with disabilities on an on-going basis (the Code will be reviewed annually with the input of staff with disabilities). The review process raised the need to communicate the policy effectively by developing the web resources for managers, providing training to relevant staff and developing a disability awareness programme in College. These measures are essential to ensuring the implementation of the policy and to creating a disability-friendly environment. The revised Code is an important element of the Review and is expected to be a useful tool in addressing the numerous challenges still facing the full participation of staff with disabilities.

http://www.tcd.ie/about/policies/employment_of_people_with_disabilities.php

Further refinement of the needs assessment process for staff with disabilities will be required to ensure efficient and effective management of the process. The development of a pro-forma needs assessment template, a data collection application, a disclosure of disability and consent to disclose form will need to be progressed in the next academic year. In addition, further publicity of this code and the supporting information guide for staff and managers will assist the College in becoming a more inclusive environment for people with disabilities.

**2.1.3 Information accessibility**

The objectives of this project were to develop and implement accessible information guidelines, to bring College in line with the Disability Act 2005 in both print and electronic information, and also to explore ways of
streamlining the provision of material in alternative format for print-disabled students.

This project involved a number of different areas of work, some of which were interlinked:

- Development of accessible information guidelines for College.
- Investigation of the accessibility of electronic resources in College.
- Streamlining the provision of alternative format information to print-disabled students.

Building upon the work in the last academic year, and in light of the legal requirements, draft “accessible information guidelines” were produced. These included a number of key aspects, including “Clear Print” guidelines, and guidelines about electronic documents. There was some discussion with members of the College community about the recommendation that pdf documents are not necessarily accessible to those using screen-reading software. While theoretically pdf documents can be made reasonably accessible, the reality remains that they are frequently not correctly tagged, and there is no guarantee that those using screen reading software have the most up-to-date versions of both Acrobat Reader and JAWS. Following a number of sessions and demonstrations, the wording of the phrase within the guidelines was strengthened, to “pdf documents are rarely accessible” to those using screen-reading software, and the provision ‘that wherever a pdf document is provided, a word version of the same should be provided on request’ was also included.

A range of information was produced to support staff in using the accessible information guidelines, including links to the extensive guidelines, and a “checklist” to accompany the short version of the guidelines.

Further information is available at this web link:

http://www.tcd.ie/disability/accessibility/#accessibleinfo

In parallel with the development of the guidelines, a number of training sessions were held to provide information about the guidelines. Two
sessions were held through CAPSL’s lunchtime seminar series, and one was held for any administrative staff to attend. In addition, individual Schools and Departments were provided with information and guidelines in seminar format as required.

The noteworthy result of this project is that College has now adopted the Accessible Information guidelines, and is the first University in Ireland to take this step, and in so doing is in compliance with the Disability Act.

The information seminars appeared to increase the level of knowledge of those who attended, and following on from these, there have been some recommendations for further work in the next academic year.

**Accessible Information - Issues and areas for further work**

While it is a significant achievement that College has adopted the guidelines, it is less clear how well they are being implemented throughout College. There have been a number of reports of files being only available in pdf format on the College website, and information appears to be still produced in formats that do not comply with clear print guidelines.

In the course of this work issues about aspects of the guidelines were overcome, for example, the pdf issue. The remaining issue primarily relates to the implementation of the guidelines throughout College. The Disability Service staff remains committed to supporting staff in using the guidelines wherever necessary, and it is expected that such support will be required for the next two academic years.

The focus for work in the next academic year will be to target student services, clubs and societies, to raise their awareness about the need to provide information in clear print and accessible electronic formats.

**2.1.4  Accessibility of e-resources**

In the process of developing the accessible information guidelines, and reviewing the current legislation, it became clear that some of the electronic resources within College, such as parts of the College website,
the library catalogue and external databases, MyZone etc are difficult for some students to access. There have been a number of cases where those using screen reading software have been unable to access resources, including their College e-mail.

In order to best investigate the issues with accessibility of the e-resources in College, a meeting was held with the Director of the Centre for Inclusive Technology (CFIT) and the Manager for the Library and Media resource Centre in NCBI. This meeting began the process for this objective.

It was decided that user testing of key areas is required, to specifically identify the issues and to recommend changes to promote access. The library catalogue and electronic resources were tested, and it is planned to also test MyZone student e-mail, parts of the College website, WebCT and other resources. There has been some consultation with key stakeholders in College about these resources, and it is anticipated that the designers / administrators of the resources will be involved in observing and planning the user testing. The remainder of the user testing is to be completed over the summer months.

One outcome of the user testing was a recommendation that some staff and students undertake high level training with the JAWS screen reading software so that they are enabled to navigate difficult electronic resources as well as is possible. This is seen as an interim measure, with the emphasis of the project remaining on improving the accessibility of e-resources for all.

This project, to date, has had limited results as it is very much a “work in progress”. The key result was undertaking the user testing of the library website and resources. Following this, CFIT produced a draft report, which was circulated in the hope that the concerns raised would be taken into account in the procurement of the new system.

### Accessibility of e-resources - Issues and areas for further work

This aspect of the project had a number of issues, including significant time involvement. The success of user testing depends on the willingness
of blind and vision impaired students and staff to give time to participate, the availability of resources and the facilities of the CFIT and their assessor, and close collaboration with key people in College involved in the provision of resources. If this project is to be successful over the next year, it will need a significant commitment of DS staff time and commitment from other College personnel – all of whom have been willing and interested to date.

Another key issue with assessing and promoting accessible e-resources in College is to ensure that once testing has been carried out, the difficulties and solutions are communicated effectively to whoever can effect change, and that change happens.

2.1.5 Alternative formatting of material

It has been noted for several years that formatting information for print-disabled (primarily blind) students is a costly and time-consuming activity, and that the process results in delay of information for students. The issue of alternative formatting is of concern to the National Access Office (NAO) within the HEA, who have set the target to double the number of students with sensory impairment by 2013 in third level education, and also aim to commission research in the area of alternate format provision.

A part of the accessible information project is to reduce the resources required and time delay for students to have the material that they require. This strand relates to the way that information is formatted and shared nationally, again reducing the resources and time involved by avoiding duplication of work by people in different institutions.

Work on this project began in January 2008, and a meeting was held with the Library and Media Conversion Centre Manager of NCBI, Lina Kouzi. Key stakeholders in alternative format production were identified, these being the disability services in the Universities, the libraries, academic staff, and the funding bodies.
A plan to bring the relevant stakeholders together in May 2008 was proposed, and brought to a DAWN (national Disability Officer Network) meeting, whereupon it was decided that a different meeting would be hosted by UCC to discuss the issues involved. The Cork meeting was planned for immediately before the proposed meeting in College, so the proposed May meeting was postponed until June.

The meeting in UCC was attended by Bethan Collins of the DS, along with representatives of all of the other Universities’ disability services. The focus of the meeting was on the detail of alternative format production, rather than an overall strategy. However, a number of key decisions were made, including that the other Universities would endeavour to develop accessible information guidelines, and that work would be undertaken to better share formatted information, along the lines of Text Access. There was discussion about the deficits of Text Access, and it was proposed that a national repository is required, whereby a catalogue can be searched, and alternative-formatted information can be downloaded directly from the site. The practicalities of how this would be managed were discussed, an e-group was proposed to discuss the National Repository and the need for copyright expertise was highlighted.

A meeting to discuss the proposed seminar in June in TCD was held with Peter Brown of the NAO. This particularly highlighted the difficulties in relation to provision of information to blind and vision-impaired students.

The seminar about alternative formatting took place in June, and was well attended by disability service staff from around the country. The seminar was facilitated by Bethan Collins, and included a number of speakers to highlight the different issues and perspectives. A major issue was that very few librarians attended, and it is considered essential that librarians engage with the issues of provision of accessible information to print-disabled students. From this meeting, a number of sub-groups with specific tasks were formed. These will look at:

- investigating the most appropriate format for alternate format material (DAISY, Word etc)
• Text Access / the national repository
• The investigation and development of standards of formatting in line with best international practice
• Copyright Law information in relation to alternative formatting in general, but also in relation to the national repository of alternative-format information
• Development of a strategy to target publishers to provide information in electronic forms at source
• Investigation of sources of funding to support the development of the national repository, the strategy and action in relation to publishers, and the investigation of copyright law implications.

As with the previous part of this project, the work is ongoing, so there are a limited number of tangible results to date. Significantly, the HEI’s are co-operating and actively looking at issues within the Text Access system and ways to streamline formatting of information.

Alternative formatting of material - Issues and areas for further work

There are a number of issues involved in this project, primarily relating to difficulties for all of the institutions to collaborate on such a project, particularly given time and resource constraints. There appears to be a lack of focus on the key issues amongst the different HEIs, and a general lack of direction. The sub-groups established after the June meeting are hoped to move the national project forward. There has also been a lot of discussion about what the most appropriate course of action is with regard to Text Access.

It is apparent that this project will need significant time and effort over the next academic year. It is felt that it is essential to continue with this work, as it has a very direct impact on students’ ability to participate in College.
2.1.6  Data collection

A proposal to develop an integrated satellite database system for the DS was rejected by the Information Policy Committee last academic year due to the advent of the Student Administration System and College’s reluctance to support satellite systems. With SAS now being stalled this leaves DS with a number of difficulties which have been identified as our number one issue on the DS Risk Register. In particular DS have difficulties with collecting the complex data required by College (Admissions, Examinations, ISS and the Library for example) and external funding agencies.

Taking the gathering of examination data as an example, College does not have a database that captures detailed examination information on students with disabilities. The role of DS function in the examination process is to provide a list of students requiring additional examination requirements but DS has no way of knowing how many exams a student is supposed to have or what exams they are exempt from because of Schols etc. DS can inform the Exams Office of what accommodations a student is entitled to but not a student’s course code, a list or number of subjects or what courses or subjects they are registered for.

At a technical level DS operate across four different systems – admin 5, an examination database CMIS, SIS and a stand alone database managed by DS. DS database does not receive information from the College systems stated.

Following a meeting with the Acting-Director of ISS and discussions with the Senior Lecturer’s Office a proposal to develop a possible module of CIMAS was initiated. This was designed to alleviate some of the current manual practices and to allow DS to access and populate the relevant databases which would also be the basis of the Exams Office’s provision of accommodations for examinations.
Data collection - Issues and areas for further work

Further work needs to be carried out on developing improved systems of data collection within DS which would lead to increased integration with College Information Systems. Funding has been granted via Student Services to explore this option.

The satellite system operating within DS continues to act as the main data collection tool the service uses and this is proving to be a useful application. Needs assessment reports are generated using this tool and this information is then disseminated to the relevant academic department outlining the students’ needs.

This application could be further improved by integrating it with the Student Information System or allowing it to communicate directly.

2.1.7 Recruitment & Outreach

The purpose of recruitment and outreach objectives is to promote TCD as a positive option for prospective students with disabilities and specific learning difficulties, by means of outreach initiatives and active promotion at relevant sites and events.

TCD staff attended the Higher Options event at the RDS in September 2007 and participated in ‘Better Options’ event on 5th December 2007. An article outlining the supplementary admissions system, and a step-by-step guide to completing a SIF application was written and published in the Dyslexia Association of Ireland (DAI) newsletter in September 2007. At the DAI AGM in Maynooth on 5th April 2008, a workshop on course choice was delivered to a group of 20 2nd level students, and a presentation was also delivered to parents which described the supplementary admissions procedure and importance of course choice.
In January 2008 letters were sent out to guidance counsellors in 35 schools identified as having a high incidence of special educational needs (Irish Times based on figures provided by the Department of Education and Science). Consequently four school visits were undertaken to Rosmini Community School, Deansrath Community School, Enable Ireland Marino School in Bray, and Mercy College, Coolock. Supplementary Admissions and support for students at 3rd level were discussed with pupils and teachers.

A meeting with Disability Officers and staff from the Admissions Office in May 2008 identified areas on which to act in 08/09, including the need to target other groups such as disability support groups, mail shots to all guidance counsellors, and promotion of the supplementary admissions routed on national radio and in the press.

**Issues and areas for further work**

Outreach and promotion are important objectives for a number of reasons and with the new funding model allocating resources against numbers of non-traditional students set to be in place for 2009 there is a need to promote College as a positive and accessible choice for students with disabilities. How to reach students is a major difficulty as this cohort is disparate and not confined to schools in the same way as access students who are more easily identifiable via their DEIS status. Further liaison with voluntary agencies will take place as outreach seems to be more productive when progressed through agencies such as the NCBI, DAI and HADD. In addition, regional collaboration with other HEIs will be progressed and this will also utilise finite resources effectively.

**2.1.8 Admissions - CAO Supplementary admission system**

College has a clearly defined supplementary route for students with disabilities and also participates in a national common supplementary admission process which ensures all students with disabilities are assessed by agreed common criteria. College has been instrumental in developing
this system. The Director is the Chair of the working group set up to oversee this important project. In addition, both Disability Officers have been heavily involved in developing the assessment tools and quality control applications used. Database improvements have been ongoing since October 2007, involving over 100 hours of writing and consultation. New implementation for 2008 was a tightening of criteria for Specific Learning Difficulties, and the capturing of this information on a data sheet, which was subsequently incorporated into the database.

In addition, the HEANET on-line data collection application was developed out of this office in conjunction with the IUA and will collect detailed statistics. This will provide useful statistical information for students applying for supplementary admissions, including degree of disadvantage by virtue of disability, school attended, geographic location, socio-economic factors, access to psycho-educational assessment, quality of assessments, examination accommodations, and access to learning support.

The number of applicants with disabilities applying to TCD has increased annually with 545 stating they have a disability on their CAO forms. Following assessment of all applications the number eligible for consideration drops significantly to 162. This is due to a number of reasons, for example, students failed to provide adequate medical documentation and they didn’t meet the criteria set out in the process.

The IUA through their Strategic Initiative widening access project have become actively involved in the development of this admission process and have added value and guidance by assisting its development. An annual report written by TCD outlines the process and areas of work requiring further attention.

**Issues and areas for further work**

The numbers of students entering via the supplementary route is small (sixty seven); TCD had sixty three per cent of applicants entering via the supplementary route (below the points).
The administration and management of this process is not sustainable and the fact that TCD has had to invest significant resources and other HEIs have not needs to be addressed. The lack of resources invested by a number of HEIs needs to be addressed. This issue is recognised by the IUA who are keen to resolve the lack of participation of a number of HEIs involved in the process.

Further refinement of eligibility criteria and the on-line CAO for and the integration of the data collection application will improve the system further in 2009.

2.1.9 Higher Diploma in Educational Studies – Disability Needs Assessment

The objective of this project was to establish and run a postgraduate diploma course in collaboration with the in-service department of the School of Education.

The course aims to increase knowledge and skills of the participants in four main areas (modules): the wider disability area; curriculum design from a universal design perspective; the logic and best practice when related to needs assessment, and understanding of specific learning disability. This involved the development of the course content and assessment methods, delivery of the course content, examining of the material and organisational work, including meetings.

Three of the four modules were developed and delivered by DS staff, and one-third of the first module was also managed by DS staff. The majority of the examining was also undertaken by DS staff, with the support of Dr. Stephen Minton from the School of Education.

The course was delivered. A full review of the course is ongoing, so it is not possible to report on its success or otherwise, however, informal feedback appears to be positive, and there is evidence within the
submitted work that students have developed in their reasoning and understanding of critical issues.

Work has been undertaken to promote the course for the next academic year. This has involved producing a new, more sensitive application form and a variety of information for circulation to appropriate groups. Promotion of the course for the next academic year is ongoing.

**Issues and areas for further work**

The key area for further work involves critically evaluating all aspects of the course and planning for the next academic year. The main issues identified were:

- The working relationship/partnership between the School of Education and the Disability Service needs to be clarified and roles and responsibilities need to be clearly stated.
- The administrative support provided needs to be reviewed as the model developed with this diploma programme seems to be different to previous courses offered, for example, deadlines for course material, the use of web CT etc.
- The accessibility of material on web CT etc.
- The rooms used for the programme were not suitable.

The course-specific issues and areas for further work will be identified through the course evaluation process. Feedback and discussion to date have highlighted a number of specific areas (outlined in the recommendations section below).

**2.1.10 Inclusive Curriculum SIF II Project**

College was successful in its application for funding under Strategic Initiative Funding round two for a project that would audit the curriculum for diversity. This project renamed the ‘Inclusive Curriculum Project’ will be a resource for academic staff involved in the development of course
design or course specifications. Through the identification of potential barriers to learning within curriculum design linked to appropriate enabling strategies, this project will assist the academic community in developing a more inclusive approach to the design of teaching, learning and assessment strategies that will enable students from non-traditional learning backgrounds to participate more fully in Higher Education.

Sustainability will be achieved beyond the three-year life of this SIF project by embedding this audit-tool into the design or review of course curricula, along with training in its use.

Internal recruitment for the project officer is underway and a project plan and steering committee is evolving. This project is expected to be operational by October 2008.

2.1.11 Fitness to Practice

Disability Service participated in a working group set up by the Dean of Students and in conjunction with Schools in College are proposing to develop policies and procedures that outline reasonable accommodations for students studying courses that lead to work in professional settings such as Medicine and Nursing. The objective of this project is to work with the Dean of Students and others to develop guidelines about Fitness to Practice that both reduce the likelihood of discrimination, and ensure that those graduating from professional courses are fit to practice. DS specific objectives in this area are:

- To discuss and decide what are College’s responsibilities under relevant legislation (Disability Act 2005 and Equality legislation), including reasonable accommodations for practice education settings

- To clarify what constitutes reasonable (and unreasonable) accommodations for students with disabilities undertaking professional courses
To start the process to produce a pro-forma in relation to decision-making around admissions, reasonable accommodations and practice education

Recent information from the UK regarding Fitness to Practice issues was reviewed which informed good practice, and this was presented at an initial meeting of this working group. The key area of work has been in contributing to discussions at meetings, and reviewing documentation around the Fitness to Practice code that is being developed. To date, work is ongoing on the Fitness to Practice code.

**Issues and areas for further work**

Work on developing the College procedure relating to fitness to practice for students on professional courses stalled in the third term as other work demands on the Dean took priority. This objective will continue to be progressed in the next academic year.

It is considered important that the DS continue to be involved in the development of the fitness to practice policy.

**2.1.12 Temporary registration with the Disability Service**

A review was undertaken of the need to facilitate students with a temporary disability, and those students who were awaiting formal assessment/documentation of a disability.

Temporary disability was defined as any significant impairment that is likely to last less than one year. Temporary registration would also consider circumstances where there is no evidence of disability - students may have been assessed or diagnosed previously, but have no documentation/evidence available, and those who have a suspected disability.

Referrals/Disclosures in any of these cases may come to the Disability Service from internal and external sources. When sufficient information
has been gathered, needs assessment will be carried out to take account of the impact of the disability and the requirements of the course. Following a needs assessment, interim accommodations can be made on a temporary basis with an agreed review date (up to 3 months).

2.1.13 Communication with Disability Service, Academic Departments and Academic Liaison Officers

One of the primary aims of DS is to promote awareness of disability issues within the college community. In furthering this aim, DS communicates with all departments and schools via meetings, emails and web information. Each Department and School has an Academic Liaison Officer (ALO) who is responsible for communicating information on disability issues and supporting students with disabilities within their department/school.

Annually DS contacts all schools/departments with a view to attending school or departmental meetings (12 departments/schools allowed DS to attend). In addition, in 2007/2008 all 60 ALOs were invited to two meeting in May 2008 to discuss their roles and the proposed improved communication between DS and departments/schools (19 attended).

Issues and areas for further work

Engagement with Academic schools and ALOs varies greatly and depends on a number of dynamics including whether there is a significant number of students with disabilities studying in the area. Attendance at meetings must be increased if DS is to meet with all schools within a reasonable time period.

There is uncertainty in some Schools as to what the role of an ALO is. This is evident from the questions asked about who can or should circulate LENS (Learning Educational Needs) reports. There was also uncertainty about whether the ALO should be the Director of Teaching and Learning another academic or can it be an EO? Also, should the role of an ALO be strictly administrative or does it have a pastoral role?
Other issues raised included the Fitness to Practice concerns that some students with disabilities are choosing the wrong course. The need to provide lecture notes and guidance was requested as to how to manage this accommodation. Academic staff also felt a greater emphasis needs to be put on students taking responsibility for the implementation of the supports and accommodations detailed on their reports.

The following arrangements will now be implemented following these meetings:

1. Lens reports for continuing students will now be automatically sent by the Disability Service to the relevant ALO at the start of each academic year.

2. The ALO will copy the Disability Service (via email) on the Lens circulation so that the Disability Service will have a record of who has received the Lens report, and when it was sent. The Lens report should be sent to all the academic and teaching staff the student will encounter for the academic year.

3. Incoming students will be encouraged to make contact with the ALO in their School/Department at the beginning of their first year.

4. An ALO information resource will be available and a list of all ALOs in College will be stored at www.tcd.ie/disability. The Disability Service will update this list annually.

2.1.14 Sports

In collaboration with the Department of Sports DS set out to identify specific sport and exercise needs of students with disabilities.

Declan Reilly attended the Life Event in DCU. This was aimed at increasing awareness among staff working in the area of Third Level Sports and Recreational Clubs for the inclusion of those with disabilities at Third Level Institutions. LIFE set out to change attitudes and develop the skills of the
staff working in these areas and who are interested in providing a more inclusive and accessible service to students with disabilities. There were 25 participants representing colleges nationally with one representative from Trinity.

At the start of the Academic year 07/08 the Disability Service, as part of the Needs Assessment process, asked incoming students with physical, medical, sensory and mental health disabilities what their level of involvement in sports and exercise was and did they intend to continue their participation at third level

**Issues and areas for further work**

The responses revealed that school leavers were more likely to be active in sports than mature students. Where students were not involved in sport the reasons given were: restrictions of disability, health reasons and sport and exercise seen as not a priority at present. Several students take part in therapeutic exercise such as physiotherapy, swimming and yoga as part of managing their physical or medical condition.
2.2 Disability Service - area reports

2.2.1 Assistive Technology and Information Centre (ATIC)

In addition to the core objectives of the ATIC service the following areas were addressed in 2007-2008:

Further integration of ATIC services within ISS and the Library

Information System Services have ensured that accessibility is a requirement for all future ICT procurements and included in the Information Policy Committee guideline standards. This policy has ensured that all future projects have universal design and accessibility as a core point realising the potential for technology to be inclusive for all users.

Under minute 02.4 the Director of IS Services reported that further to his meeting with the Disability Service the following wording had been agreed for inclusion in the Guiding Principles:

"College should ensure, as far as practicable, that information systems are usable and accessible to all users."

The integration of new IT services provided by Information Systems Services (ISS) has been difficult over the past 12 months. The new e-mail service for students – Myzone was launched causing issues for visually-impaired students at the initial launch. Over the past 12 months a communication channel has been bridged between Disability Services and Google who host and support the Myzone application. Changes and recommendations have been implemented to improve these services which have helped students access their mail easily, for example, help & links to basic HTML links & Keyboard shortcuts. This work will continue in the coming year.
After discussion ISS have also agreed to install Texthelp Read & Write on the College network image for the coming year. This will make this important and resourceful software available on all College public access room machines.

Initial work has been carried out regarding the present difficulties and design flaws of the current Library online databases with a view to the upgrade of these repositories. A number of students visited N.C.B.I to look at these issues in more depth. A report and its recommendation was created and sent to the necessary parties.

**Develop the information accessibility role of the ATIC services**

DS has continued to promote and encourage the use of alternative formatting in line with the Disability Act (2005) and Equality legislation. The policy ensures that information should be available in an accessible format, without discrimination against those with print disabilities. Trinity College Dublin is committed to enforcing the use of this policy. Disability services have played a key role on this issue with collaboration at national level with other third level Colleges via DAWN and Acton groups. Disability Services hosted a seminar on this subject bringing together all parties involved to discuss and plan future strategies to enhance student accessibility.

ATIC worked in conjunction with the Library systems department to improve accessibility to information and reliability of the printing and scanning service in Library areas.

**Educational Technologies advances**

This year saw Trinity College Dublin become the first University in Ireland to launch its own iTunes U site found at [http://itunes.tcd.ie](http://itunes.tcd.ie). This site allows students 24hour free access to audio files. These files include public lectures, course material and presentations that feature free access to audio and video files and highlights of College life.
The application will offer a greater range of material to DS students especially visually-impaired who will be able to download and listen to available course material via an MP3 player. The service is in its infancy and is due to grow in the coming year with improved AVMS equipment in College lecture areas.

The AT Officer also attended a number of Educational Technology conferences to look at IT advances in education. EdTech/ILTA annual conference held in Dundalk IT and innovation technologies conference hosted by CAPSL here in TCD showed examples of online tools such as Moodle, Flashmeeting and Twitter. These tools will enhance the communications cycle for all users and lead to a more inclusive learning environment.

**Review and evaluation of new AT software and hardware**

Due to increase in demand for voice recognition software and the benefits it can have for physically-disabled users Disability services purchased further software license for Dragon Naturally Professional Speaking 9. Further copies of Jaws for Windows screen-reader were also purchased and upgrades distributed as per students demand.

As IT / AT equipment had in the past been large, heavy and hard to carry and/or transport to and from the campus new lightweight laptops were purchased for students who met the criteria for such equipment.

Mobile CCTV for use by visually-impaired users has also been bought and is available for use as requested by students. This has particularly helped students who in the past have had to make long journeys to make use of this technology.

New mobile products such as mobile Read & write Gold and mobile Zoomtext have also become available on the market again which will make this product more portable and accessible to end-users.
A full review of staff machines also took place resulting in a combination of new desktops and docking stations now in use in the department allowing more flexibility for staff and more mobility of data.

**Upgrade ATIC facilities in the Libraries**

A full review of all ATIC areas took place March 2008. This was to deal with the increased demand for the services/software provided in these areas. The present desktops/machines were evaluated on age, warranty, durability and hours of use. The end results were that Disability Services have purchased 6 new machines for the areas located in the BLU (Berkeley, Lecky & Ussher), Hamilton Library and the Sterne located in St.James’s hospital. Upgrades of the scanning equipment were also reviewed & 3 new HP Scanjet 5590 scanners purchased for installation into the ATIC areas. With the expenditure in this area it is hoped to enhance students’ capabilities and independence, making the learning environment more accessible for all.

**Networking Outcomes**

Collaboration at national level with third level Assistive Technology Officers (ATOs) continued with 3 ACTON group meetings. From these meetings a more structured format of the group was agreed on with a view to voicing Assistive Technology concerns more constructively to DAWN.

Training on AT software such as Freedom Scientific JAWS screen reader and Nuance Voice recognition software Dragon Naturally speaking also took place at the last ACTON meeting in NUI Maynooth.

Good communication and advice continued from national organisations e.g. National Council for the Blind – NCBI who have given DS advice and protocol regarding accessible information and educational technologies. It is hoped to further these links with other organisations in the coming year.
**Ergonomic Suite development**

The past year saw the start of the Disability Service’s plan to implement a working Ergonomic suite in office 2053. The project’s aim is to heighten awareness of Ergonomics in College and in the coming year assessment and recommendations to promote safe working environments and practices will be implemented. The project’s initial stages have seen the Disability Services purchase many variations of Ergonomics equipment from chairs, flat-screen extensions, clamps, cushions and many visual reading aids. This plan will continue into the coming year with the full implementation of the suite.

### 2.2.2 UNILINK

Unilink is a support service for students with mental health problems and is a joint initiative between DS and the School of Occupational Therapy. It offers practical support with the day-to-day things that students do. It is available through the DS, the student health service, the Counselling Service or through a student’s tutor. All users of the service must register with the DS for funding through the European Social Fund. Students can access Unilink according to their needs while studying in TCD. Unilink is the only service of its kind in Ireland.

### Statistics

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**Service review** - Since 2003, the project has grown: more students are accessing the service and a number of Occupational Therapists (both from the School and from outside College) are involved. In 2008, Unilink is more appropriately described as a service rather than a project. This growth has raised a number of issues and the Head of the Disability Service and the Unilink Steering Committee believed that it was an appropriate time to review the service.

The purpose of the review was to assess the strengths and challenges of the project as it currently stands as well as to map possible progressions and development opportunities for the project as it moves into the next phase of its development.

The Review Board comprised an external Occupational Therapist with experience in relation to mental health supports, a Disability Officer of another University and staff member of TCD familiar with College structures who would act as facilitator of the review.

**Key findings**

- All stakeholders recommend to continue with the practical aspect of the service which is seen as one of its strongest features and part of what makes it unique.
- For users, its availability on an ongoing basis is very important and having the same person provide the support over an extended period of time was a critical factor of success.
- The Unilink service is a key component of a network of complementary services that support students with mental health difficulties. This network comprises the Health Centre (including psychiatrist), the Counselling Service, the Disability Service and the Tutorial Service.
The progression of the project into a university student service makes some change to the current service provision model necessary. Four priorities have emerged from the review:

- Staffing
- Communication
- Completing the evaluation
- Maintaining statistical information

**Issues and areas for further work**

The practical transition of the project to a service requires a new service delivery model. This transition needs to be planned and managed proactively. The functioning and terms of reference of the steering group needs to be reviewed collectively by the membership to improve its efficiency and develop its strategic role.

The staffing of the service needs to be strengthened and the appropriate administrative support put in place. The employment of the basic grade Occupational Therapist needs to proceed as a matter of urgency.

Whilst the academic, clinical and professional leadership of Unilink should remain with the discipline of OT, the day-to-day service delivery and the administration of the service should move to DS. Consideration should be given to locating the basic grade occupational therapist in DS, alongside Unilink 2 colleagues.

The physical and administrative structures need to be addressed. The collection and circulation of service delivery statistics should be prioritised and appropriately resourced. Data collection mechanisms (database) and appropriate processes should be developed. Excellent collaborative working relationships are a key factor for the success of the service and positive outcomes for the students. Therefore, clear communication channels between the key stakeholders needs to be established and nurtured.

As a matter of priority, commence and develop a programme of research to measure the effectiveness of the Unilink service. Consider the
opportunities for internal and external support and collaboration in conducting this programme.

A plan should be developed and implemented to improve awareness of the service amongst staff and students, both internally and externally. This should include developing links with external mental health and disability services and agencies.

Other sources of recurrent funding to support the service should be identified. Unilink and DS should ensure that their working relationship and the funding mechanism does not increase the risk of students with mental health difficulties being reluctant to use Unilink or to avail of other supports available in DS because of their reluctance to be associated with a disability service.

2.3.3 Academic Support Service

The Academic Support Service (ASS) aims to engage incoming students with Specific Learning Difficulties, by providing two introductory sessions with an Academic Support Tutor (AST). In addition, AST provides ongoing non-subject specific tuition in the area of study skills, academic research and writing for all students registered with the Disability Service. ASS partakes in the Service’s objective of raising awareness of disability issues among other members of College staff.

In September 2007, 83 students with a Specific Learning Difficulty registered with the DS, with an additional 26 registrations during the year. In the academic year 2007-08, 122 students of a total SpLD population of 207, were seen by the end of April; student uptake prior to annual exams (September to April) was 83%, and ASTs logged 525.5 hours of tutoring.

ASS attended meetings with Clinical Placement staff in St James’ and Tallaght hospitals, where an overview of the DS was provided, together with a description of the LENS journey. This was well received and a discussion / question and answer session followed, exploring topics such
as fitness to practice, academic rigour, and supporting students on placement.

ASTs collaborated in trialling a system for capturing quantitative data from Educational Psychologists’ reports, and this was subsequently adopted as a part of the enhanced Supplementary Admissions system.

Further resources for study skills and individual project work have been developed and revised for the new DS website, including data collection, research into fitness to practice, the development of a manual for the AST role and information on Disclosure.

**Academic Support Service – Issues and areas for further work**

The College continues to have an unclear policy on referencing styles. Joint submission of a memo from DS and SU Education Officer to academic committees has been posited to raise the issue of referencing in College, with the aim of implementing policies within individual departments regarding referencing styles. Study Skills materials on referencing are in development as an interim measure.

ASTs should work in conjunction with the Careers office in developing resources and making information available to students with disabilities, particularly in the area of disclosure.

Data collection needs to be conducted regarding retention rates and academic performance of students registered with the Service, relative to the rest of the student body in College.

AST sessions for incoming students as a part of the needs assessment process for 2008 – 2009, should include the collation of more detailed information on individual learning styles.
2.2.4  Educational Support Worker Report

In addition to the core objectives of the ESW service, the following areas were addressed in 2007-2008.

**A ‘work-status’ for ESWs** - While most of our ESWs come from the existing postgraduate communities, a growing number are from outside the college system or from other colleges. This group had no status within the college and access to library and email was an issue. With the help of Staff Office there is now a Visitor status that runs for a year from October to July called ‘academic assistant’.

This gives the ESW a card with photo identity, a college email address and access to the college network. It also gives identification for security.

**ESW Meetings and support** – In addition to the orientation meeting, ESWs requested the possibility to meet together more frequently. Many contacts have been made and common areas of interest discussed. Improved replacements have been a direct outcome.

**Recruitment of ESWs** - Summer 07 saw the development of a new database to knit with the new DAWN definitions of ESW roles. Recruitment has been successful – there have been 118 new recruits, 75 of whom have worked for the service during this year. We still have problems finding tutors in some specific subject areas.

**Cancellations** – Notification of cancelled/changed lectures. This has improved as a result of more emphasis at the first meeting between note-taker and student.

**Subject specific meeting rooms** – There is ongoing need for a meeting room/s for subject specific tuition. More effective use of the ATIC area in the Ussher has worked well.
Library assistants – this role has been reviewed as a result of the variations of use. Some students do not use it regularly. Others are highly dependent. The appointment of one ESW to one student has proved an ineffective situation. This year we did a trial by using two principal ESWs specifically as library assistants to a number of students. They were in the library for set hours and costed against the students they were allocated to. With email access, this proved effective support and is the route we will go in future.

Alternative formatting - Reflecting the emphasis on accessible information, a focus group meeting was held with the ESWs who work on Alternative Formatting (AF). A full attendance reflected the importance of the issue. Common problems were shared and solutions suggested.

- Up to half the time taken to convert a piece of work can happen BEFORE the scanning takes place
- Departments have a role to play in making a faster turnaround.
- Embedded formatting in some Word documents
- Students and departments to prioritise the order of work. With first year students, the academic department should assist this.

2.2.5 Additional outcomes 2007-2008

In addition to the stated objectives set by DS, progress was made in the following areas:

- Admissions, language waiver procedures and code of practice were updated to reflect new learning and good practices
- Revised College guidelines for students and staff modification of examination and assessment arrangements for students with disabilities
- Data collection enhanced to capture information on student appointments, attrition and success rates of students registered with DS
• Increased collaboration with other Student Services, Trinity Access Programme and the Mature Student Officer to ensure Trinity is effectively meeting access strategic objectives. Commonality and synergies were identified to ensure all activities can meet shared goals

• Assistance and advice were provided to other HEIs to assist them with the development of their disability services, this included NUI Maynooth, NCI and UL

• Continued improvements to DS website, including ensuring compliance with College accessible information guidelines, for example removal of all pdf. files

• Provided appropriate supports and accommodations to the 434 students registered with DS

• The sport and recreation needs of students with disabilities was added to the needs assessment process and information disseminated to the department of Sports

• Protocol for requests for students with disabilities’ participation in research were developed

• Referral procedures for final year students and those seeking career advice and support were developed

• Improved communication systems initiated with Graduate Studies to ensure more effective supports for forth-level students

• The DNA Deaf support project was re-branded to be called DS3 (Deaf Support at third level) and a pre-entry day was organised for all new entrants to HEIs

• DS worked in conjunction with other College stakeholders to develop and produce a College Mental health policy
Key indicators for the DS in 2007-8 are listed in the table below.

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<thead>
<tr>
<th>Type of activity</th>
<th>Number</th>
<th>No. of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual meetings with students</td>
<td>1727</td>
<td>434</td>
</tr>
<tr>
<td>Individual Learning Support</td>
<td>611</td>
<td>122 of 434</td>
</tr>
<tr>
<td>Unilink 1 – mental health project</td>
<td>414</td>
<td>52</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2752</td>
<td>6.3 meetings per student</td>
</tr>
</tbody>
</table>

Financial summary 2006-2007

<table>
<thead>
<tr>
<th>Account name</th>
<th>Description of budget/fund source</th>
<th>Income</th>
<th>Expenditure</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>DS Main account</td>
<td>Core funding plus self financing activities c/f*</td>
<td>€605,427*</td>
<td>€313,377</td>
<td>€293,050</td>
</tr>
<tr>
<td>Minor works – disability</td>
<td>Physical access works/HEA TI</td>
<td>€351,577**</td>
<td>€2,831</td>
<td>€348,746</td>
</tr>
<tr>
<td>ESF Student with disability fund</td>
<td>ESF students with disabilities fund</td>
<td>€729,585.49 ***</td>
<td>€420,293.39</td>
<td>€309,292.10 ****</td>
</tr>
</tbody>
</table>

*figures from two budgets core (91400) and self financing (914F03) budget available (income and funds carried forward from previous years c/f)

**budget available c/f

*** total allocation (income and c/f) based on figures returned to HEA

**** explanation on underspend given in appendix A1
2.3 Conclusions

With the unprecedented growth in the number of students registering with the Service over the past few years and with services being extended to staff with disabilities, DS remains committed to improving supports in partnership with students and staff with disabilities and the College community. Further, we continue to offer advice and act as a resource for College-wide, barrier-free access. We believe that the demands for more sophisticated supports and accommodations will continue to grow in the coming years. Our vision is to create a service for students and staff with disabilities that will serve as a role model for third-level institutions across Ireland and to develop partnerships in the broader community that will have a positive impact on the lives of people with disabilities generally.
2.4 Appendices

A.1. FINANCIAL SUMMARY: DISABILITY SERVICE

€312,000 Access Funds ring-fenced within College Core Grant provided by HEA made up the majority of funds available to provide core services to students with disabilities. The balance of funding was provided through the student charge and the cista communis. In addition, the ESF Student with Disability Fund monies provides specific supports to students registered with DS made up the majority of funds available to the service.

Table A.1

<table>
<thead>
<tr>
<th>Income</th>
<th>Access Core Grant</th>
<th>Cista Communis Contribution</th>
<th>Other (CAO charges)</th>
<th>ESF Students with disabilities allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>€1,168,626</td>
<td>€312,000 + €20,265* (28.25%)</td>
<td>€12,700 + €72,000** (7.25%)</td>
<td>€18,336 (1.5%)</td>
<td>€733,325 (63%)</td>
</tr>
</tbody>
</table>

*Target initiative Access 07

** Student Charge

The ESF student with disability fund underspend was €309,292 this was due to a number of reasons, these included, students withdrawing throughout the academic year and students not availing of supports applied for which lead to funds not being spent. The following table A.2. shows amounts applied for and spent in 2006-2007.
Table A.2. ESF Funding breakdown 06/07

<table>
<thead>
<tr>
<th>Category</th>
<th>Applied for</th>
<th>Total</th>
<th>Spend</th>
<th>Surplus to C/F</th>
<th>Number applied for</th>
<th>Did not register</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unilink</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Renewals</td>
<td>€ 60,450.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New</td>
<td>€ 14,080.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lates</td>
<td>€ 17,600.00</td>
<td>€ 92,130.00</td>
<td>€ 72,963.00</td>
<td>€ 19,167.00</td>
<td>49</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CDS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Renewals</td>
<td>€ 31,910.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New</td>
<td>€ 20,890.00</td>
<td>€ 52,800.00</td>
<td>€ 16,475.75</td>
<td>€ 36,324.25</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dyslexia Group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Renewals</td>
<td>€ 133,075.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New</td>
<td>€ 50,568.51</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lates</td>
<td>€ 39,340.00</td>
<td>222,983.51</td>
<td>€ 177,073.99</td>
<td>€ 45,909.52</td>
<td>142</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individuals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Renewals</td>
<td>€ 207,682.62</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New</td>
<td>€ 157,728.56</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lates</td>
<td>€ 0.00</td>
<td>365,411.18</td>
<td>€ 153,780.65</td>
<td>€ 211,630.53</td>
<td>66</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTALS</td>
<td>€ 733,324.69</td>
<td>€ 420,293.39</td>
<td>€ 313,031.30</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A.2 Statistics Analysis

Key statistics relating to DS are presented here, which include the numbers of students registered with this service (broken down by disability, faculty/department of study etc).

Table one describes how the numbers of students with disabilities have increased significantly over the last five years rising from 222 in 2001-2002 to 434 in 2007-2008. Students with specific learning difficulties make up nearly fifty percent of those registered with DS. The numbers registering with physical disabilities is decreasing year by year and this seems to follow a national trend based on the latest survey carried out by Ahead in 2004. Students with mental health difficulties registering with DS have increased but this is significantly lower than the total known to Psychiatric Services in College (150 such students are in attendance).


<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hard of Hearing / Deaf</td>
<td>13</td>
<td>30</td>
<td>41</td>
<td>38</td>
<td>35</td>
<td>31</td>
<td>23</td>
</tr>
<tr>
<td>Visual Disability / Blind</td>
<td>13</td>
<td>17</td>
<td>19</td>
<td>13</td>
<td>12</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>Specific Learning Difficulties</td>
<td>118</td>
<td>152</td>
<td>180</td>
<td>183</td>
<td>220</td>
<td>208</td>
<td>210</td>
</tr>
<tr>
<td>Physical Disability</td>
<td>52</td>
<td>48</td>
<td>38</td>
<td>42</td>
<td>40</td>
<td>35</td>
<td>39</td>
</tr>
<tr>
<td>Medical Disability</td>
<td>11</td>
<td>21</td>
<td>37</td>
<td>54</td>
<td>55</td>
<td>51</td>
<td>51</td>
</tr>
<tr>
<td>Mental Health</td>
<td>11</td>
<td>17</td>
<td>30</td>
<td>35</td>
<td>59</td>
<td>56</td>
<td>60</td>
</tr>
<tr>
<td>NIID</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>Total</td>
<td>222</td>
<td>285</td>
<td>345</td>
<td>365</td>
<td>421</td>
<td>420</td>
<td>434</td>
</tr>
</tbody>
</table>

* Percentage of the total student population
Tables two and three give a breakdown based upon students registered with disability by faculty and department. The majority of students are found in the Arts and Social Sciences Faculties but numbers are increasing significantly in Health Sciences and Science.

**Table Two: Undergraduate Students with disabilities by faculty/school**

<table>
<thead>
<tr>
<th>Undergraduates</th>
<th>Registered 2006/2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities (incl. TSM)</td>
<td>119</td>
</tr>
<tr>
<td>Social and Human Sciences</td>
<td>94</td>
</tr>
<tr>
<td>Engineering and System Sciences</td>
<td>37</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>56</td>
</tr>
<tr>
<td>Sciences</td>
<td>48</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>354</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Undergraduates</th>
<th>Registered 2007/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts, Humanities &amp; Social Sciences (incl. TSM)</td>
<td>244</td>
</tr>
<tr>
<td>Science &amp; Engineering</td>
<td>71</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>60</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>375</strong></td>
</tr>
</tbody>
</table>
Table Three: Postgraduate Students with disabilities by faculty/departments

<table>
<thead>
<tr>
<th>Post Graduates</th>
<th>Registered 2006/2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
<td>11</td>
</tr>
<tr>
<td>Social and Human Sciences</td>
<td>13</td>
</tr>
<tr>
<td>Engineering and Systems Sciences</td>
<td>8</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>8</td>
</tr>
<tr>
<td>Science</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Post Graduates</th>
<th>Registered 2007/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts, Humanities &amp; social Sciences (incl. TSM)</td>
<td>34</td>
</tr>
<tr>
<td>Science &amp; Engineering</td>
<td>15</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>59</strong></td>
</tr>
</tbody>
</table>

Table Four: Services provided to students with disabilities in 2006-2007, 2007-2008

<table>
<thead>
<tr>
<th>Support</th>
<th>No. of students receiving this support 2006-2007</th>
<th>No. of students receiving this support 2007-2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Assistant</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Assistive Technology Training</td>
<td>139</td>
<td>98</td>
</tr>
<tr>
<td>Service</td>
<td>Requests</td>
<td>CIRCs</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>----------</td>
<td>-------</td>
</tr>
<tr>
<td>Dictaphone/mini disc</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>Irish Sign Language Interpreter</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Laptop/pc</td>
<td>26</td>
<td>21</td>
</tr>
<tr>
<td>Library Assistance</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td>Reading support (deaf student)</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Note taker service</td>
<td>11</td>
<td>14 + 27 circulated</td>
</tr>
<tr>
<td>Additional Library loans</td>
<td>235</td>
<td>261</td>
</tr>
<tr>
<td>Personal Assistant</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Photocopy Cards</td>
<td>237</td>
<td>321</td>
</tr>
<tr>
<td>Reader</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>UniLink + Unilink 2</td>
<td>34 + 11</td>
<td>52</td>
</tr>
<tr>
<td>Learning Support – Learning Support Service</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>Learning Support – Disability Service</td>
<td>141</td>
<td>205</td>
</tr>
<tr>
<td>Subject Specific tuition</td>
<td>116</td>
<td>225</td>
</tr>
<tr>
<td>Speed text/note texting</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Transcription / Alternative format</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>Transport</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Video Camera Equipment</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Other equipment</td>
<td>21</td>
<td>33</td>
</tr>
</tbody>
</table>
### Table Five: ESF Allocation 2002/2003/2004/2005/

Allocations under this fund have increased significantly over the last four years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Granted</th>
<th>Spent</th>
<th>Under spend</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001/2</td>
<td>€272,046.46</td>
<td>€270,325.73</td>
<td>€1,720.73</td>
</tr>
<tr>
<td>2002/3</td>
<td>€362,370.49</td>
<td>€289,356.72</td>
<td>€73,013.77</td>
</tr>
<tr>
<td>2003/4</td>
<td>€459,395.57**</td>
<td>€325,083.66</td>
<td>€134,311.91</td>
</tr>
<tr>
<td>2004/5</td>
<td>€469,893.60**</td>
<td>€391,625.43</td>
<td>€78,268.17</td>
</tr>
<tr>
<td>2005/6</td>
<td>€563,561.32**</td>
<td>€435,585.75</td>
<td>€127,975.57</td>
</tr>
<tr>
<td>2006/7</td>
<td>€729,585.49**</td>
<td>€420,293.39</td>
<td>€309,292.10</td>
</tr>
</tbody>
</table>
Table Six: Break down of ESF funding by type of disability for which applications were made. Students with hearing disabilities have the highest support costs, due to employing ISL interpreters.

<table>
<thead>
<tr>
<th>Disability</th>
<th>Number of Students 2005/6</th>
<th>Funding Received 2005/6</th>
<th>Number of Students 2006/7</th>
<th>Funding Received 2006/7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dyslexia</td>
<td>133</td>
<td>€205,889.98</td>
<td>142</td>
<td>€222,983.51</td>
</tr>
<tr>
<td>Hearing Disability</td>
<td>25</td>
<td>€150,711.60</td>
<td>25</td>
<td>€216,756.80</td>
</tr>
<tr>
<td>Visual Disability</td>
<td>4</td>
<td>€29,343.25</td>
<td>8</td>
<td>€46,205.74</td>
</tr>
<tr>
<td>Medical disability</td>
<td>12</td>
<td>€21,649.96</td>
<td>16</td>
<td>€29,831.16</td>
</tr>
<tr>
<td>Physical disability</td>
<td>16</td>
<td>€79,028.91</td>
<td>21</td>
<td>€122,316.28</td>
</tr>
<tr>
<td>Mental health</td>
<td>38</td>
<td>€73,570.00</td>
<td>48</td>
<td>€92,130.00</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>228</strong></td>
<td><strong>€560,193.60</strong></td>
<td><strong>260</strong></td>
<td><strong>€730,223.49</strong></td>
</tr>
</tbody>
</table>

** The discrepancy between these figures is due to students dropping out, going off books etc
Table Seven: Number of applicants with a disability, eligible applicants, offers and registered students for 2007, 2006 and 2005

<table>
<thead>
<tr>
<th>Applications</th>
<th>2007</th>
<th>%</th>
<th>2006</th>
<th>%</th>
<th>2005</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of applicants who disclosed a disability on the CAO application form</td>
<td>509</td>
<td>100</td>
<td>487</td>
<td>100</td>
<td>442</td>
<td></td>
</tr>
<tr>
<td>Number of applicants who completed ‘supplementary information form’</td>
<td>351</td>
<td>69*</td>
<td>358</td>
<td>74%</td>
<td>337</td>
<td>76%</td>
</tr>
<tr>
<td>Number of applicants eligible for consideration on grounds of disability</td>
<td>196</td>
<td>56</td>
<td>170</td>
<td>34%</td>
<td>194</td>
<td>44%</td>
</tr>
<tr>
<td>Number of applicants who matriculated (eligible applicants)</td>
<td>172</td>
<td>49</td>
<td>109</td>
<td>22%</td>
<td>101</td>
<td>23%</td>
</tr>
<tr>
<td>Number of offers to eligible applicants</td>
<td>109</td>
<td>31</td>
<td>59</td>
<td>54%</td>
<td>34</td>
<td>34%</td>
</tr>
<tr>
<td>Number of accepted offers</td>
<td>98</td>
<td>28</td>
<td>44</td>
<td>74%</td>
<td>34</td>
<td>100%</td>
</tr>
<tr>
<td>Numbers of CAO supplementary/merit offers</td>
<td>55/43</td>
<td></td>
<td>46/31</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of mature entry</td>
<td>10</td>
<td>8</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>--</td>
</tr>
<tr>
<td>Number of Postgraduate Entry</td>
<td>20</td>
<td>17</td>
<td>21</td>
<td>57</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other entry routes^</td>
<td>8</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>121</td>
<td></td>
<td>65</td>
<td></td>
<td>91</td>
<td></td>
</tr>
</tbody>
</table>

* All percentages following this figure are based on those who returned CAO Supplementary Information Forms

^ NON-CAO and One year students
Table Eight: Further statistical information on students entering College in 2007-2008

<table>
<thead>
<tr>
<th>TOTAL</th>
<th>121</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GENDER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>78</td>
<td>64%</td>
</tr>
<tr>
<td>Male</td>
<td>43</td>
<td>36%</td>
</tr>
<tr>
<td><strong>DISABILITY TYPE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical</td>
<td>15</td>
<td>12%</td>
</tr>
<tr>
<td>Mental Health</td>
<td>12</td>
<td>10%</td>
</tr>
<tr>
<td>Physical</td>
<td>14</td>
<td>12%</td>
</tr>
<tr>
<td>Sensory</td>
<td>8</td>
<td>7%</td>
</tr>
<tr>
<td>Learning Difficulties</td>
<td>72</td>
<td>60%</td>
</tr>
<tr>
<td><strong>TYPE OF COURSE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diploma</td>
<td>6</td>
<td>5%</td>
</tr>
<tr>
<td>Honours Degree</td>
<td>94</td>
<td>78%</td>
</tr>
<tr>
<td>Post Graduate</td>
<td>20</td>
<td>17%</td>
</tr>
<tr>
<td>Foundation Studies</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td><strong>FACULTY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts and Social Science</td>
<td>77</td>
<td>64%</td>
</tr>
<tr>
<td>Science and Engineering</td>
<td>22</td>
<td>18%</td>
</tr>
<tr>
<td>Medical Science</td>
<td>20</td>
<td>17%</td>
</tr>
<tr>
<td>Foundation Studies</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>One Year Students</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td><strong>ENTRY ROUTE</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Supplementary ex. Mature Students | 45 | 37%
---|---|---
Mature Students | 10 | 8%
Merit | 38 | 31%
Post-Graduate Entry | 20 | 17%
Other | 8 | 7%

**Table Nine: Graduation statistics 2006-2007**

<table>
<thead>
<tr>
<th>Level of degree granted (%)</th>
<th>Number of students (%)</th>
<th>Disability breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total 158 (Including 92 Undergraduates, 20 Withdrawals/Deceased, 28 Post-Grads, 5 Diplomas, 11 Certificates, 2 Erasmus)</td>
<td>Dys**</td>
</tr>
<tr>
<td>I</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>II.1</td>
<td>41</td>
<td>22</td>
</tr>
<tr>
<td>II.2</td>
<td>24</td>
<td>12</td>
</tr>
<tr>
<td>III</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Pass</td>
<td>53</td>
<td>34</td>
</tr>
<tr>
<td>Fail</td>
<td>4</td>
<td>2</td>
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<tr>
<td>Withdrawn*</td>
<td>19</td>
<td>8</td>
</tr>
<tr>
<td>Deceased</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

* undergraduate students from JF to JS who withdrew without taking finals and post-graduates who withdrew without submitting.

** dyslexia and other learning difficulties

<table>
<thead>
<tr>
<th>Level of degree granted to undergraduates</th>
<th>2005-2006</th>
<th>2006-2007</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of students (%)</td>
<td>Number of students (%)</td>
</tr>
<tr>
<td></td>
<td>Total 81 - 9</td>
<td>Total 92</td>
</tr>
<tr>
<td>I</td>
<td>10 (12)</td>
<td>11 (12)</td>
</tr>
<tr>
<td>II.1</td>
<td>27 (33)</td>
<td>41 (45)</td>
</tr>
<tr>
<td>II.2</td>
<td>24 (30)</td>
<td>24 (26)</td>
</tr>
<tr>
<td>III</td>
<td>5 (6)</td>
<td>5 (5)</td>
</tr>
<tr>
<td>Other</td>
<td>3 (4)</td>
<td>7 (8)</td>
</tr>
<tr>
<td>Fail</td>
<td>3 (4)</td>
<td>4 (4)</td>
</tr>
<tr>
<td>Withdrawn*</td>
<td>9</td>
<td>19</td>
</tr>
</tbody>
</table>

* undergraduate students from JF to JS who withdrew without taking finals.

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